

# STUDENTS BECOME HISTORIANS WHEN .....

- YOU ask a **historical question** that you want to answer
- YOU do **research** using authentic sources & join the conversations of other historians
- YOU analyze and come to your own **conclusions, make your own argument** supported by evidence
- YOU produce a **project** to present to the public



History students can become...

...museum curators and designers.



...documentary filmmakers.



...performers.



**...scholars writing for a journal.**



Here's how you do it:

**5** Steps to  
**Becoming a Historian**



# Step 1

## **I Wonder Why...**

Asking questions, Finding a Topic

# Approaches to Finding Topics

- What broad topics interest you? Immigration, politics, labor, business, technology, arts, sports, race or ethnic issues, rights, women's issues...
- What's going on in your community? In the world? In the U.S.?
- What part of history is most intriguing for you?
- What do you wonder about: How do the arts change society? How do people get and share power in a democracy? What happens to people, communities, nations in times of war? How did my community get this way? What do people do when the economy changes?



# Where to look for ideas...

- Encyclopedia of Chicago, Chicago History, other Chicago-based publication
- Newspapers, magazines
- Your history book!
- Archives, special collections
- Talk to people, look around your own community, and city—you may find stories all over the place!



# Using Theme and the Historic Connection



The Theme is a broad topic or area of discovery.

If you *are* using a theme, it can help you figure out which topics offer opportunities explored that way and can help you figure out your thesis.

Teachers usually suggest a theme to give you content direction.

Start by thinking about you and your world – it may help you explore topic ideas and think about the big historical questions related to this year's theme.

- Who or what is important in your own life?
- How do YOU want to make a difference in the world?
- If you could change one thing in the world, what would that be?
- Is being famous and important the same thing?
- **How do individual people or events make, change, or contribute to history?**
- **Why is the person or event so important that we remember them today?**



# INFORMING A NATION: THE DOOMSDAY CLOCK

1947

2006

2002

1947

74

80

53

72

81

98

60

69

84

95

63

68

88

91

63

68

88

90

The display board is a large, red, vertical panel with a grid of clock faces. Each clock face is white with a red border and a black dial. The years are written in large black numbers next to the clock faces. The board is filled with various historical photographs, text panels, and small icons. The top of the board has the title 'INFORMING A NATION: THE DOOMSDAY CLOCK' in large, bold, black letters. The years are arranged in a roughly chronological order from top to bottom, with some years appearing in multiple rows. The board is set against a background of green foliage and a stone wall.



# BILLY SUNDAY

THE TRIUMPH OF THE FIRST  
CELEBRITY PREACHER

## From Lash Tragedy to Baseball Stadiums

## A Preacher for the Times

## The Legacy of Billy Sunday

Just like a historian, keep these things in mind when making decisions about what is important enough to include in the story:

- Causes and effects
- What changed over time?
- Why and how did events develop as they did?
- So what? -- Why did this person/idea/event make an impact in history?
- How does this topic connect to the “big picture”?



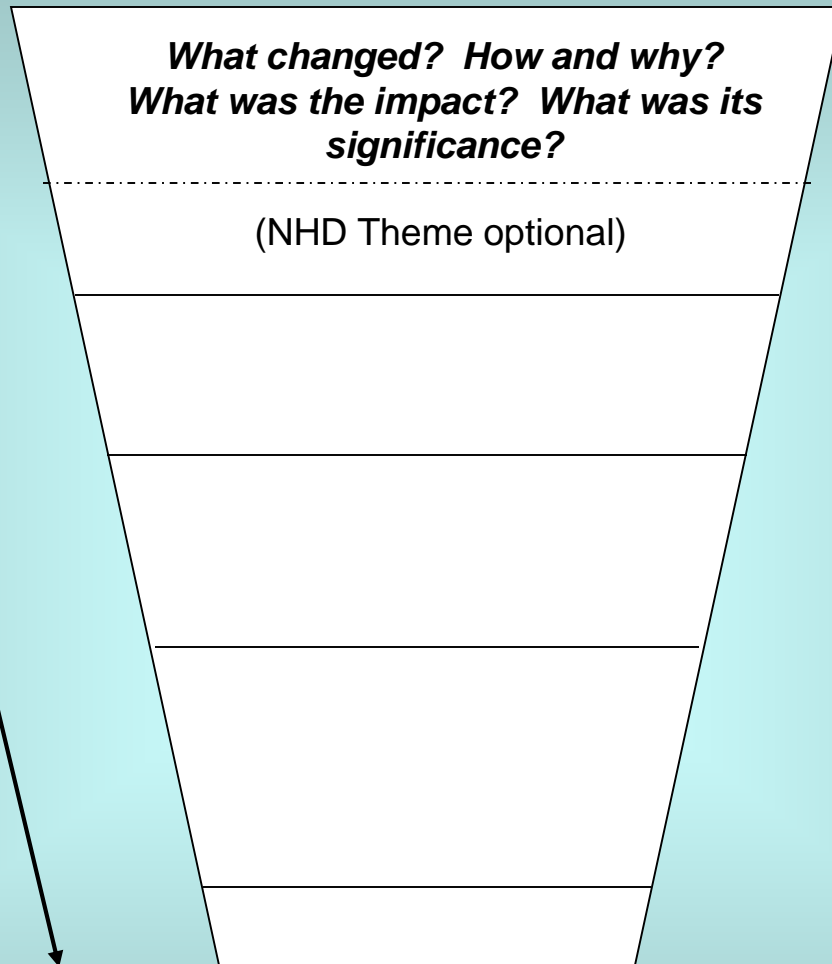


Step 2 –  
**How do I find stuff?**

The Research Journey



Research is a journey. You start it when you seek a topic and question to developing your thesis and argument.



Always the “big questions” of history.

A specific aspect of history to analyze.

Research!!

**INVEST TIME IN FINDING THE TOPIC—ask a lot of questions!!**

*What changed? How and why?  
What was the impact? What was its  
significance?*

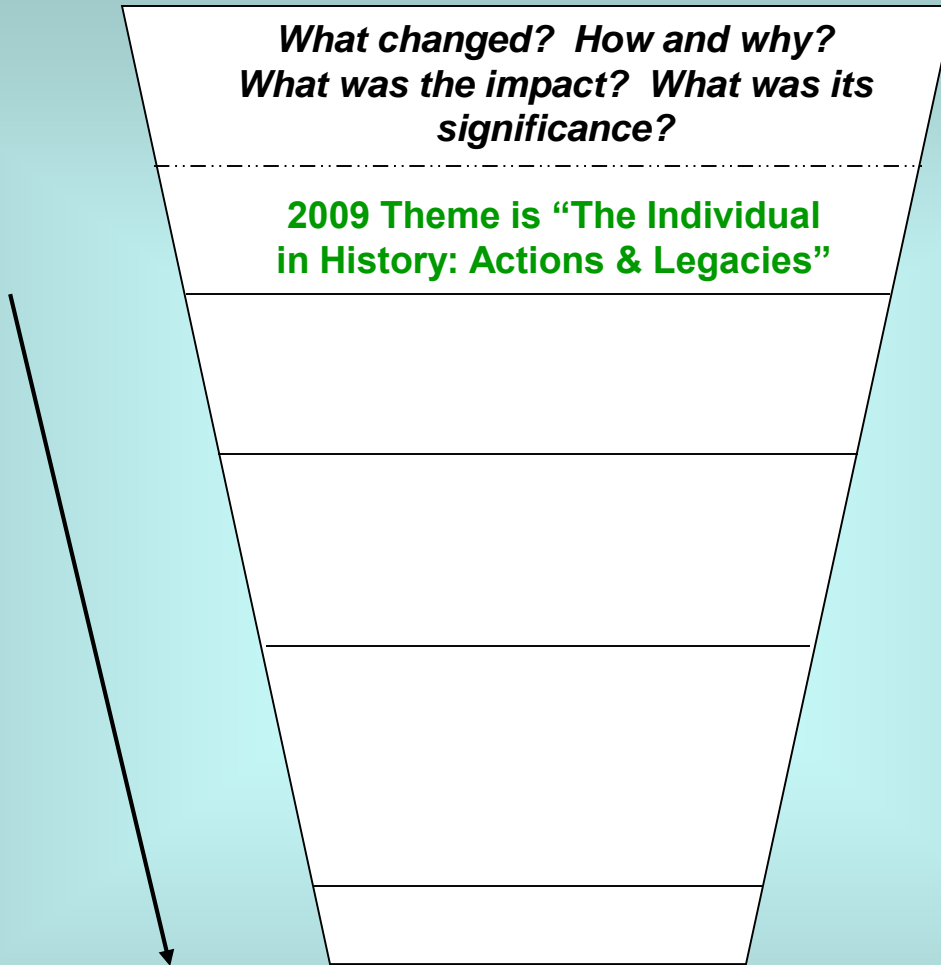
Always the “big questions”  
of history.

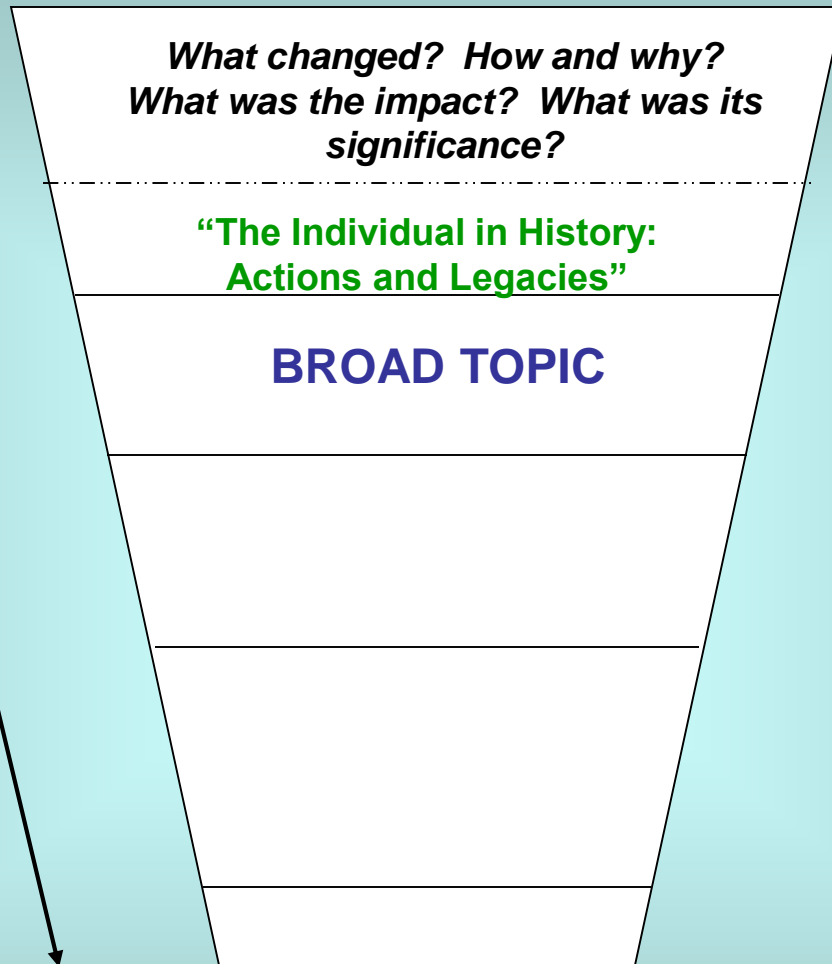
**2009 Theme is “The Individual  
in History: Actions & Legacies”**

A specific aspect of history  
to analyze.

Research!!

**INVEST TIME IN FINDING THE TOPIC**





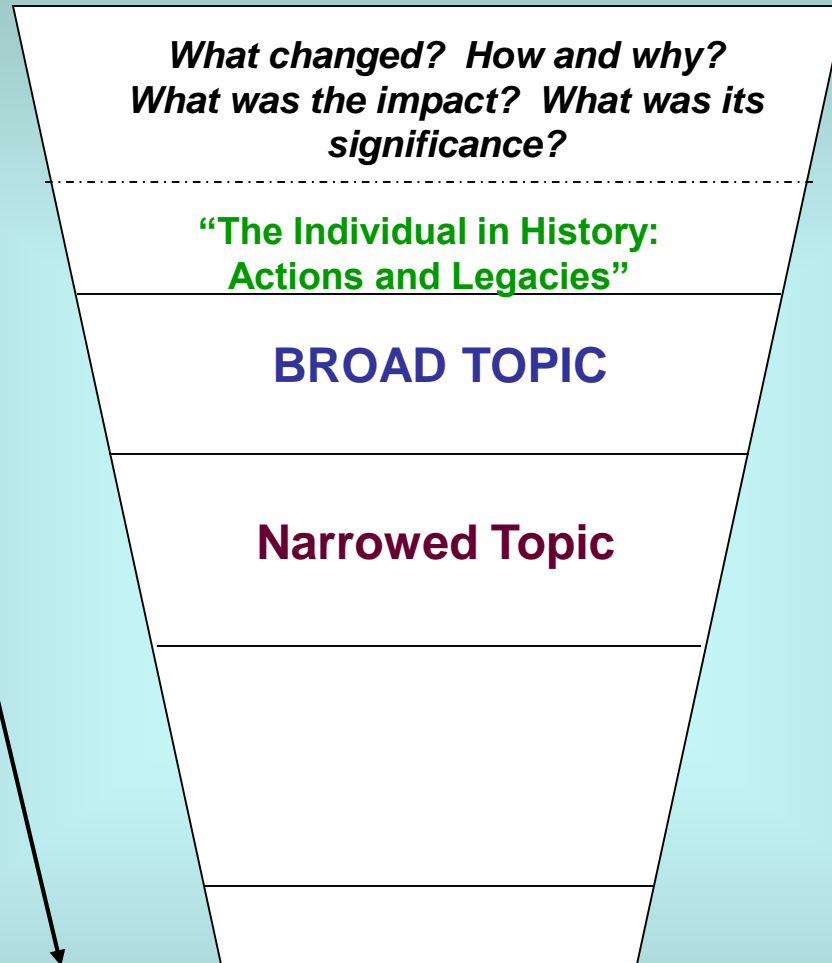
Always the “big questions” of history.

A specific aspect of history to analyze.

Women’s rights are important to me.

Research!!

**INVEST TIME IN FINDING THE TOPIC**



*What changed? How and why?  
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significance?*

Always the “big questions”  
of history.

**“The Individual in History:  
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**BROAD TOPIC**

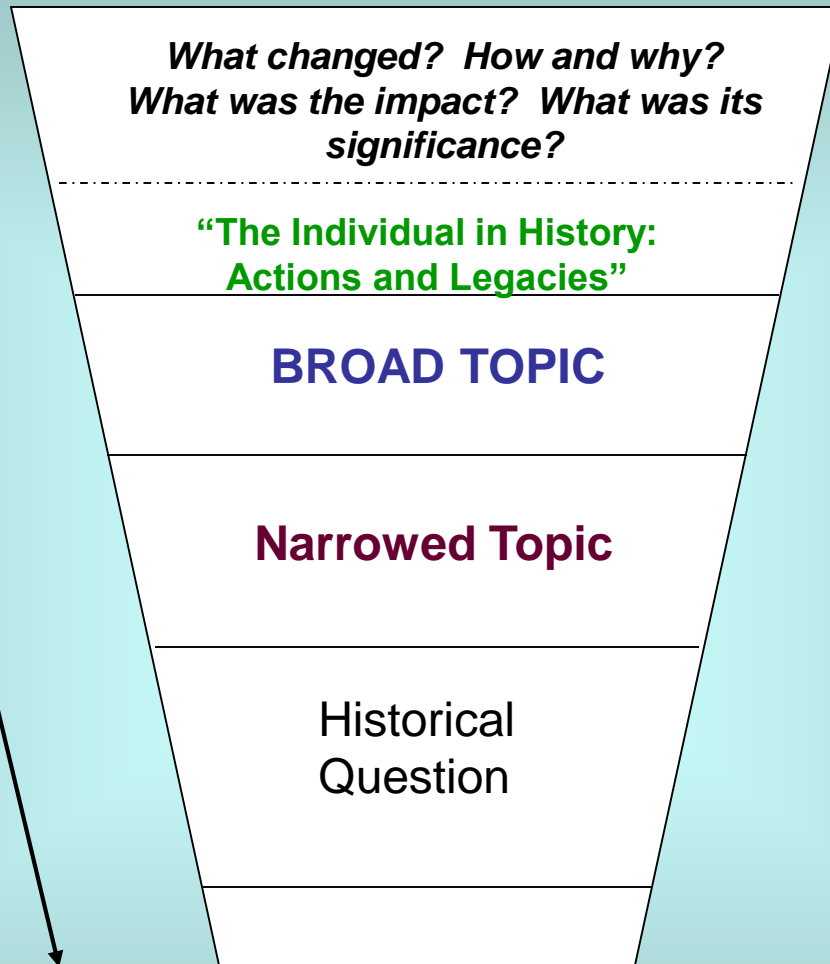
Women’s rights are  
important to me.

**Narrowed Topic**

Mabel Vernon – the  
photograph really intrigued  
me to find out more!

Research!!

**INVEST TIME IN FINDING THE TOPIC**



Always the “big questions” of history.

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Women’s rights are important to me.

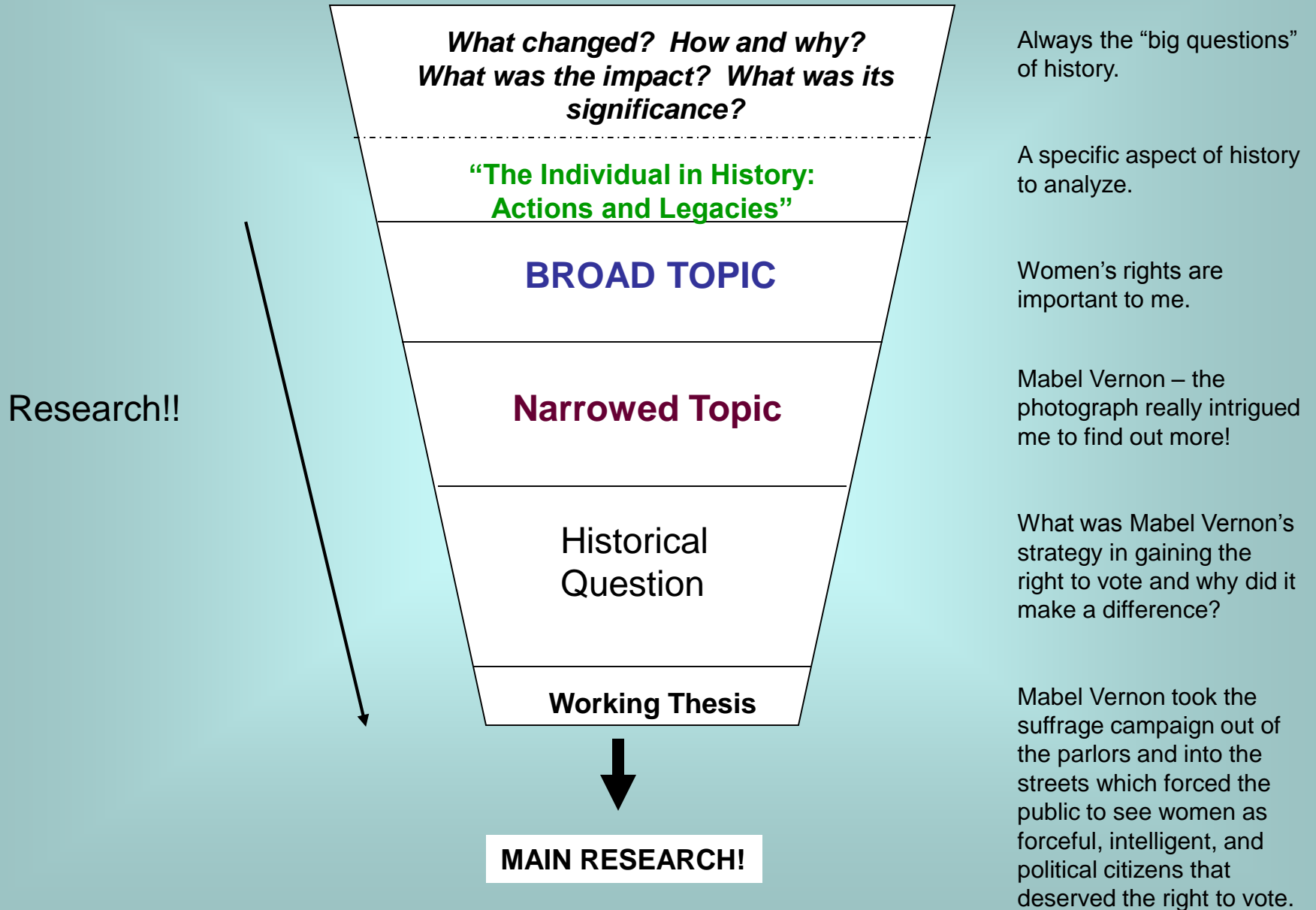
Mabel Vernon – the photograph really intrigued me to find out more!

What was Mabel Vernon’s strategy in gaining the right to vote and why did it make a difference?

Research!!

**INVEST TIME IN FINDING THE TOPIC**

# INVEST RESEARCH TIME IN FINDING THE TOPIC





# When you do your research:

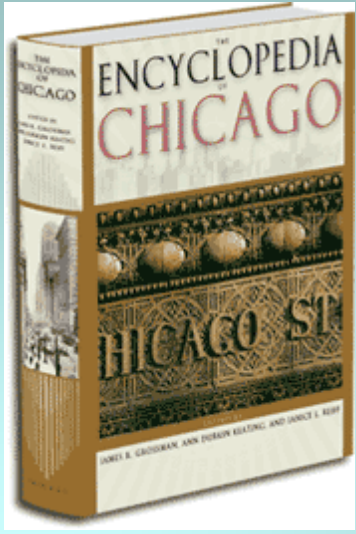
- use a wide *variety* of sources
- *deeply explore* available sources
- understand and use appropriately *primary* (original, first-hand) sources to develop own ideas
- use *secondary* sources to find the context and to understand the ways that historians and others have interpreted the subject
- reflect a *balance* of various *viewpoints* and *perspectives*

# Secondary Sources

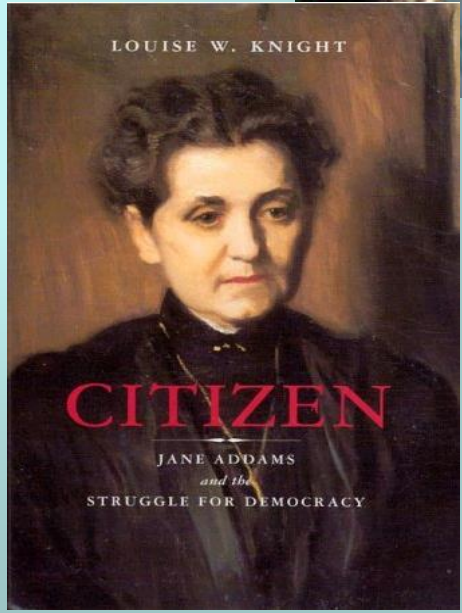
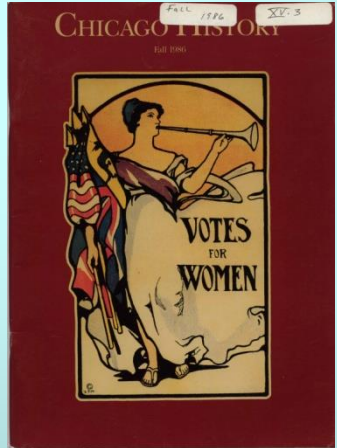
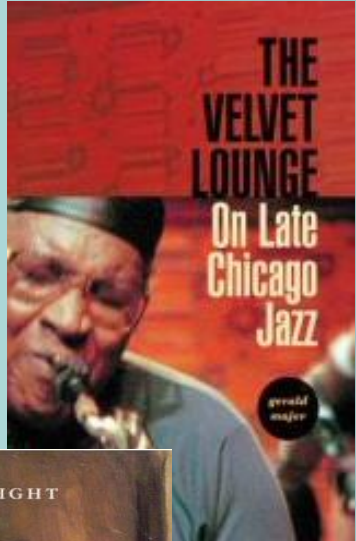
Materials that make an argument or offer interpretation built upon primary sources.

# BOOKS or ARTICLES

- by historians on a narrow subject
- by historians that summarizes or synthesizes others' works
- by writers summarizing historians
- Encyclopedia & general reference
- Textbooks
- Interviews with scholars, experts, museum docents, or second-hand



ALWAYS START



**ONLINE databases for secondary sources are great! Sometimes the secondary sources will use primary sources that are hard to find elsewhere too.**

...ed still for ceiv- ions from

...ated

...adoption could be finalized. Higher standards culminated in passage of the Revised Adoption Act of 1925 which provided for the court appointment of a guardian to consent to the adoption of an illegitimate child, even when the natural mother gave consent, a provision that remains in effect to this day.

...ation, ICHAS staff members came to realize that if fund raising was severed from child welfare attention could be paid to the clients who would be improved. In the beginning the fund-raising had been supported almost entirely by members and contributions personally solicited by the staff and local advisory boards. Fund-raising was paid on a commission basis, and while the money was raised through direct mail, the use of paid agents proved to be both profitable and questionable and was abolished by 1925.

In contrast to the Cradle, which was founded under its volunteer founder Florence Walrath for twenty-seven years. Even though it was not founded until 1923, long after most social welfare agencies had made the transition to professional staffing, The Cradle remained outside the general trends in adoption work. Walrath was in many ways a woman ahead of her time, and her powerful personality dominated the organization. She had no professional social work training but became involved in adoption work in 1914 by finding a baby for her sister who had lost a newborn child. After this experience, Walrath found a career thrust upon her as word of her ability to locate adoptable children spread.

*Beginning in 1914 the ICHAS published Homelife Magazine for its supporters and potential adoptive parents. Each issue featured information about the Society, stories of successful adoptions, and galleries of adoptable children like this one from the December 1924 edition.*



## Gender and Urban Political Reform: The City Club and the Woman's City Club of Chicago in the Progressive Era

MAUREN A. FLANAGAN

"to bring together . . . as many as possible of those men . . . who sincerely desire to meet the full measure of their responsibility as citizens, who are genuinely interested in the improvement, by non-partisan and disinterested methods, of the political, social, and economic conditions of the community in which we live . . . [who] are united in the sincerity of their desire to promote the public welfare."

City Club of Chicago Statement of Purpose!

"To bring together women interested in promoting the welfare of the city; to coordinate and render more effective the scattered social and civic activities in which they are engaged; to extend a knowledge of public affairs; to aid in improving civic conditions and to assist in arousing an increased sense of social responsibility for the safeguarding of the home, the maintenance of good government, and the ennobling of that larger home of all—the city."

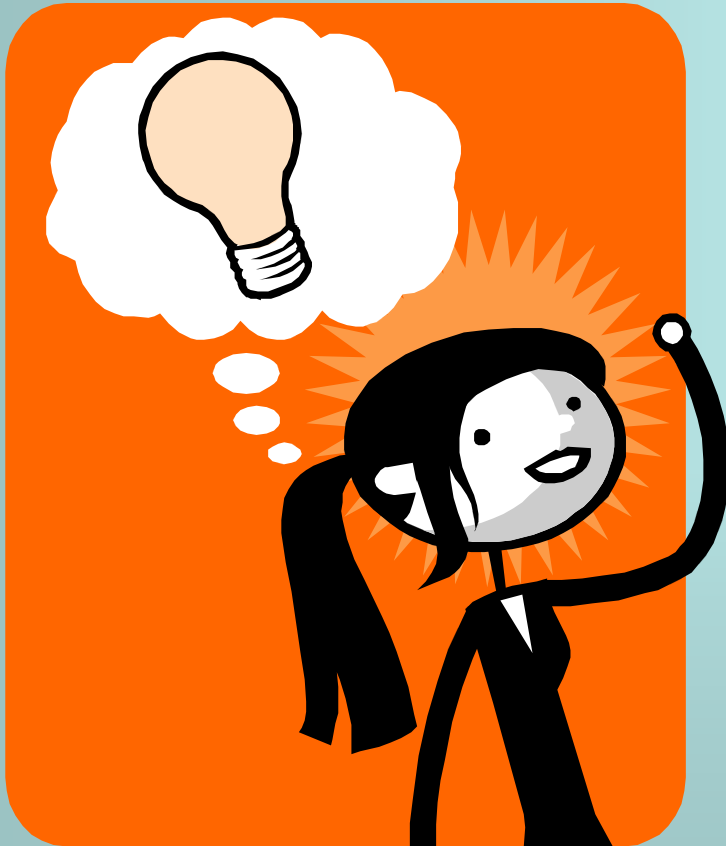
Woman's City Club of Chicago Statement of Purpose?

ON ONE POLITICAL REFORM ISSUE AFTER ANOTHER, the men and women of the Chicago City Clubs disagreed over the means and ends of Progressive Era reform. In the second decade of the twentieth century, the men of the City Club of Chicago, a civic reform organization, were working with businessmen's clubs to implement a vocational education curriculum in the public schools designed to improve the benefit of industry. Simultaneously, the female counterpart of the City Club, the Woman's City Club of Chicago, was cooperating with the Chicago Federation of Labor, the Chicago Federation of Teachers, the Women's City Club of Chicago, and the Social

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Darlene  
time and  
City  
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**J-STOR and "First Search" and other online databases are available at all CPL branches.**

# BIG TIP



## THE BEST SECONDARY SOURCES CAN LEAD TO:

- OTHER KEY SECONDARY SOURCES
- WHERE TO FIND PRIMARY SOURCES
- AND WILL OFTEN CONTAIN PRIMARY SOURCES STUDENTS CAN USE!

## Second BIG TIP:

**“Follow the footnotes”**

# Primary Sources

They are the “voices into the past” that make history come alive. They are also the historian’s **EVIDENCE**.





# Photographs



# Newspapers, periodicals and serials (magazines)



# WHY SHOULD WE MARCH?



15,000 Negroes Assembled at St. Louis, Misso  
 20,000 Negroes Assembled at Chicago, Illino  
 23,500 Negroes Assembled at New York Cit  
 Millions of Negro Americans all Over This Gr  
 Land Claim the Right to be Free!

FREE FROM WANT!  
 FREE FROM FEAR!  
 FREE FROM JIM CROW!

"Winning Democracy for the Negro is Winning the War  
 for Democracy!" — A. Philip Randolph

440

## THE PREVENTABLE PERILS SURROUNDING THE CHILD

One baby out of every five dies before  
 reaching the age of two years.  
 About 80 percent of these deaths are from  
 preventable diseases.



To break this Ring of Trouble  
 More Men and More Money are required.

Department of Health - Chicago. Educational Series No. 99.

A CENTURY OF PROGRESS



# Flyers, posters, cartoons



# Also look for...



- Speeches
- Interviews
- Oral Histories
- Letters
- Diaries

# Primary or Secondary?



## A Noble Social Experiment?



**GOOD STYLE FOR DINNER WEAR**  
Chicago Daily Tribune (1877-1965), Feb. 8, 1925; ProQuest Historical Newspapers Chicago Tribune (1849 - 1995)  
pg. 32

### GOOD STYLE FOR DINNER WEAR



Three young ladies, models at the fashion show of the Chicago Women's Apparel Manufacturers, are aptly styled for dinner. Left to right: Miss Edna Davis, Miss Anna Tompkins, and Miss Margaret Roberts.

### MISS CHICAGO TO WEAR SHORTEST SKIRTS THIS YEAR

#### Reveal Many Changes at Style Show.

The matter of fashion for spring and summer is being taken up in the city, and the Chicago Women's Apparel Manufacturers are showing their latest styles at the fashion show at the Waldorf-Astoria hotel. The show is a very important one, and the styles shown will be worn by the women of the city.

The most important change is that of the skirt. The skirt of the year will be the shortest ever worn. It will be made of a light material, and will be worn with a high collar and long sleeves.

The color of the dress will also be a change. The color of the dress will be a light color, and will be worn with a high collar and long sleeves.

The style of the dress will also be a change. The style of the dress will be a simple, elegant style, and will be worn with a high collar and long sleeves.

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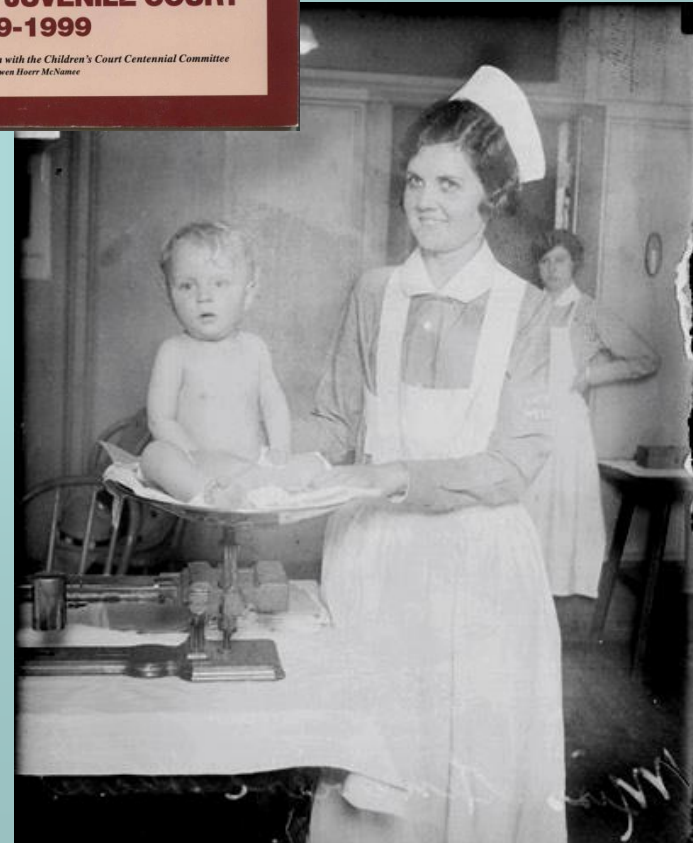
ling, and other styles, to both men and women, and to be worn in the city. The styles shown will be the latest in fashion, and will be worn by the women of the city.

The show is a very important one, and the styles shown will be worn by the women of the city.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

## THE FIRST 100 YEARS OF THE COOK COUNTY JUVENILE COURT 1899-1999

Edited by The Chicago Bar Association with the Children's Court Centennial Committee  
Edited by Gwen Hoerr McNamee



# Where can you find them?

- libraries
- archives
- interviews
- neighborhoods
- organizations
- historic sites
- museums
- internet



# About that internet...WARNING

## Not all internet sources are equal

- Google, Yahoo, Ask.com are search engines, not sources. Just the way that a LIBRARY is not a source, but a place that has sources!
- Wikipedia? OK for background to get you going, not for bibliographies
- .com, “unauthored sites” not credible
- *some* .org can be ok *if* it is credible and authored
- .edu, .gov – you can *usually* count on them, but be careful of which edu’s you use (it could be a 4<sup>th</sup> grade classroom!) and on government sites, you want real images and not the “pr” page

Find the REAL STUFF! Find the REAL STUFF! Find the REAL STUFF!

Urban Experience In Chicago: Hull-House and Its Neighborhoods, 1889-1963 - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address http://www.uic.edu/jaddams/hull/urbanexp/

University of Illinois at Chicago College of Architecture and the Arts Jane Addams Hull-House Museum

**URBAN EXPERIENCE IN CHICAGO:**

**HULL-HOUSE AND ITS NEIGHBORHOODS, 1889 - 1963**

Lewis W. Hine

PRIMARY SOURCE DOCUMENTS, HISTORIC PHOTOGRAPHS, AND SCHOLARLY ESSAYS

**Enter**

Rima Lunin Schultz, Director and Editor  
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 Sarah Hoadley, Project Coordinator and Associate Editor  
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Alex Stern, Technical Advisor  
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photo details

click to enter site

http://www.uic.edu/jaddams/hull/urbanexp/contents.htm

Special Collections/University Archives News: Metro History Fair Resources in Special Collectio - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address http://rivendell.lib.uic.edu/bloghome/specinfo/archives/2005/09/metro\_history\_f.shtml

**UIC** UNIVERSITY OF ILLINOIS AT CHICAGO **University Library**

LIBRARY HOME PAGE About the library UICCAT Resources Services Library Weblogs and News

Special Collections/University Archives News

News, featured collections, and other information from Special Collections and University Archives

**Metro History Fair Resources in Special Collections**

The Special Collections Department at the University of Illinois at Chicago holds a number of manuscript collections suitable for doing primary research on this year's National History Day theme of "Taking a Stand". This page suggests just a few themes with links to appropriate collections. For a full list of manuscript collections held in Special Collections, [click here](#).

Buttons from the Joanne Alter Papers

- Special Collections/University Archives
- SCAJA News front page
- PREVIOUS ENTRY: [FLORENCE NIGHTINGALE LETTERS COLLECTION ON EXHIBIT I](#)
- NEXT ENTRY: [MILITARY MEDICINE IN WORLD WAR II SHOWCASED IN 27TH EVACUATION HOSPITAL EXHIBIT](#)

Search this weblog:

Search

Categories

Archives

- November 2005
- September 2005
- May 2005

Recent Posts


- UIC Librarians Preserves

Internet

Superior websites give you real primary sources and are usually connected to universities, government, historical societies/museums, special collections



University of Illinois at Chicago College of Architecture and the Arts Jane Addams Hull-House Museum



**URBAN EXPERIENCE IN CHICAGO:**

[click to enter site](#)

**HULL-HOUSE AND ITS NEIGHBORHOODS, 1889 - 1963**

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ouse - Windows Internet Explorer

http://www.spartacus.schoolnet.co.uk/USAhullhouse.htm



**Hull House**

Life Settlements

The National Archives Learning Curve

[Spartacus USA History](#) [British History](#) [Second World War](#) [First World War](#) [Germany](#) [Immigration to the USA](#) [Slavery](#) [Civil Rights](#) [Civil War](#) [Author](#) [Search Website](#) [Email](#)

In 1888, while on a tour of Europe, [Jane Addams](#) and [Elen Starr](#) visited the university settlement of [Toynbee Hall](#), in the East End of London. Named after the social reformer, [Arnold Toynbee](#), the settlement was run by [Samuel Augustus Barnett](#), canon of St. Jude's Church.

Situated in Commercial Street, Whitechapel, [Toynbee Hall](#) was Britain's first university settlement. The idea was to create a place where students from [Oxford University](#) and [Cambridge University](#), during their vacations, could work among, and improve the lives of, the poor. The settlement also served as a base for [Charles Booth](#) and his group of researchers working on the *Life and Labour of the People in London*.

When [Jane Addams](#) and [Elen Starr](#) returned to Chicago in 1889, they decided to start a similar project in [Chicago](#). Helen Culver agreed to rent them Hull House for \$60 a month. This large, abandoned mansion had been built by the wealthy businessman, Charles J. Hull, in 1856. Situated in Halsted Street in the run-down [Nineteenth Ward](#) of [Chicago](#), most of the people living in the area were recently arrived immigrants from Europe including

Hull House - Wikipedia, the free encyclopedia - Windows Internet Explorer

W http://en.wikipedia.org/wiki/Hull\_House

Help us spread knowledge worldwide. Donate to Wikimedia!

6883 people have donated

"Wikipedia got me through several of my graduate physics classes." - Thomas Broiles

### Hull House

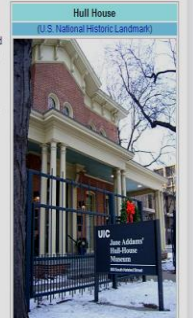
From Wikipedia, the free encyclopedia

Hull House was co-founded in 1889, in Chicago, Illinois, by Jane Addams and Ellen Gates Starr and is located in the Near West Side community area of Chicago in Cook County, Illinois, United States. It was one of the first settlement houses in the U.S. and eventually grew into one of the largest, with facilities in 13 buildings. Because of the Hull House's social, educational and artistic programs, it earned a reputation as the best-known settlement house in the U.S. and became the standard bearer for the movement that included almost 500 settlements nationally by 1920.<sup>[1]</sup>

The original building and several subsequent acquisitions were continuously renovated to accommodate the changing demands of the association. The original building and one additional building (which has been moved 200 yards)<sup>[2]</sup> survive today. The original building was designated a Chicago Landmark on June 12, 1974.<sup>[3]</sup> It was designated as a U.S. National Historic Landmark on June 23, 1965.<sup>[4]</sup> It was listed on the National Register of Historic Places on October 15, 1966, which is the day that the National Historic Preservation Act of 1966 was enacted creating the register.


**Contents** [hide]

- Mission
  - Accomplishments
  - Teachings
- The Building
  - The Haunting of Hull House
  - Theater
  - Today
  - Selected notable residents
  - See also



Hull House as it looks today.

University of Illinois at Chicago College of Architecture and the Arts Jane Addams Hull-House Museum



URBAN EXPERIENCE IN CHICAGO:

HULL-HOUSE AND ITS NEIGHBORHOODS, 1889 - 1963

PRIMARY SOURCE DOCUMENTS, HISTORIC PHOTOGRAPHS, AND SCHOLARLY ESSAYS

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# BOYS AND LOCK-UPS

LOUISE DE KOVEN BOWEN  
PRESIDENT JUVENILE PROTECTIVE ASSOCIATION

**T**HE Juvenile Court Law of the state of Illinois extends to all boys under seventeen and all girls under eighteen years of age. It should be amended so that any person under twenty-one years may be brought into this court, rather than into the police court. At present, if a boy just over seventeen commits a crime, he is tried in the criminal court and thus identified with the worst criminals in the community.

have any sanitary conveniences; most of them have either buckets which are unspeakably vile, or troughs which are supposedly flushed with water. As a rule, the sewage is entirely neglected.

Many of these cells are not only filthy but they are breeding places for contagious diseases. In one station there are eight cells in a row, five for men and three for women; there is a trough running through these cells which, according to the attendant, "works very badly." This lack of proper provision for prisoners is not only a public nuisance, according to the Chicago code, and a crime against those incarcerated in the cells, but a menace to the community at large.

Some time ago the attention of the Juvenile Protective Association was called to the large number of "juvenile adults"—that is, boys and girls between the ages of seventeen and twenty-one years of age—who were confined in the

Attachments  
Comments

# **Just like historians do, you will need to submit an Annotated Bibliography with your project**

A bibliography that includes a brief description of each article or book used. The description helps the reader evaluate the content and usefulness of each item to his research.

(It should be attached to the Summary Statement Form.)

Joe Student

Room 000-7

## Annotated Bibliography

Title

### Primary Sources

“Work Started on New Sox Park: Ground Broken for Baseball Plant to be Occupied by Team in 1910.” Chicago Daily Tribune. 11 May, 1909: page 8.

A new ballpark was being built for the Chicago White Sox. One of the new baseball teams.

“Comiskey Park in the 1880s” White Sox Interactive Memories of Old Comiskey Park 20’s and 30’s All-Stars”. White Sox Interactive. Accessed 1/19/06. <<http://flyingsock.com/oldcomiskeypark/twenties.html>>.

This shows photographs of the old Comiskey Park.

Stewart, Wayne. “1950 Shortstop Luis Aparicio Let White Sox to Their First AC Pennant in 40 Years.” Creative Education. 2003.

The picture shows that he short stop, Luis Aparicio made a big contribution to get the White Sox into the Pennant.

### Secondary Sources

Stewart, Wayne. The History of the Chicago White Sox. Minnesota: Creative Education, 2003.

This book tells about the history of the Chicago White Sox baseball team and Comiskey Park.

Grabowski, John. The Chicago White Sox. Missouri: Lucent Books, 2003.

This book gives information on the White Sox team and how they played.

“Comiskey Park”. Munsey and Suppes. Accessed 12/20/05.

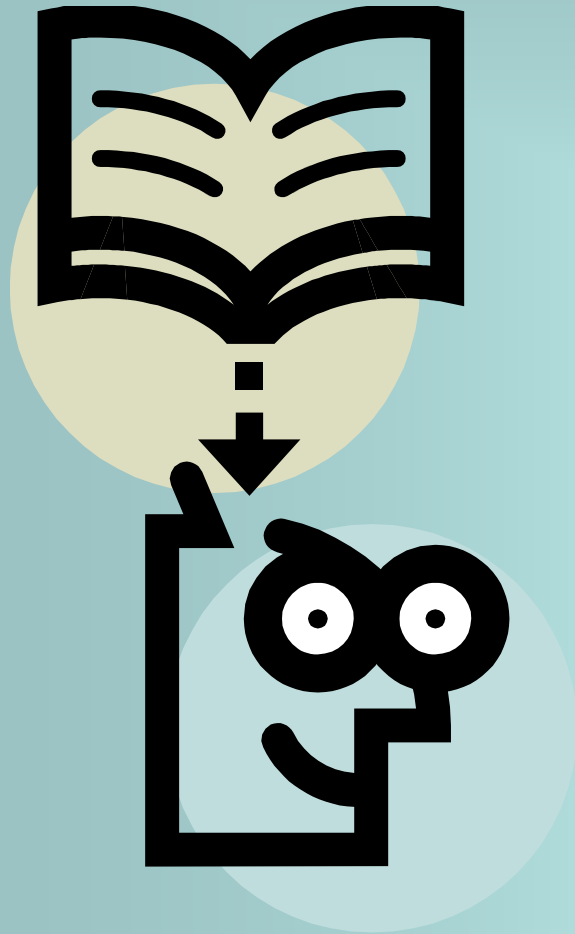
<<http://www.ballparks.com/baseball/American/comiskey.htm>>.

This web page told the history of the Chicago White Sox – how it was formed, Comiskey Park and it’s owner, Charles A. Comiskey.

Bibliographic Information maybe either MLA or Turabian style.

The annotation summarizes the source and explains how it was used in project.

Primary and Secondary Sources should be separated.



**Step 3**  
**What do I do with all  
of this?!?**

Note-Taking and  
Analyzing Sources

When you're researching, it might help to organize what you are finding into six main areas:

- Description: who, what, when, where
- Historical context
- What happened: how and why
- Causes or contributing factors
- What changed and why: effects and impact
- Significance

Consider using a “double column” format for taking notes in each category: on one side, record the information you find, on the other, ask questions, analyze, make connections.

Once you've narrowed your topic, formed a historical question and done more research, you will be able to write your "working thesis."



- Makes a specific argument or interpretation
- Has a narrow focus
- Based on & can be "proven" with evidence
- Can be communicated in one or two sentences

Analyze your sources  
because they hold the secrets to the past.





# WHY SHOULD WE MARCH?



15,000 Negroes Assembled at St. Louis, Missouri  
20,000 Negroes Assembled at Chicago, Illinois  
23,500 Negroes Assembled at New York City  
Millions of Negro Americans all Over This Great  
Land Claim the Right to be Free!

FREE FROM WANT!  
FREE FROM FEAR!  
FREE FROM JIM CROW!

*"Winning Democracy for the Negro is Winning the War  
for Democracy!" — A. Philip Randolph*

Analyze for

Time period

Author

Audience

Context

Purpose

Issue

Impact

Significance

Analyze your sources—they are your evidence



# Make connections between the primary and secondary sources

## BOYS AND LOCK-UPS

LOUISE DE KOVEN BOWEN  
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**T**HE Juvenile Court Law of the state of Illinois extends to all boys under seventeen and all girls under eighteen years of age. It should be amended so that any person under twenty-one years may be brought rather than into the police court, a boy just over seventeen committed in the criminal court and with the worst criminals in the

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### A Noble Social Experiment?



**THE FIRST 100 YEARS OF THE  
COOK COUNTY JUVENILE COURT  
1899-1999**

Published by The Chicago Bar Association with the Children's Court Centennial Committee  
Edited by Owen Hart McNamee

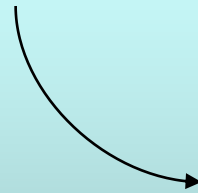
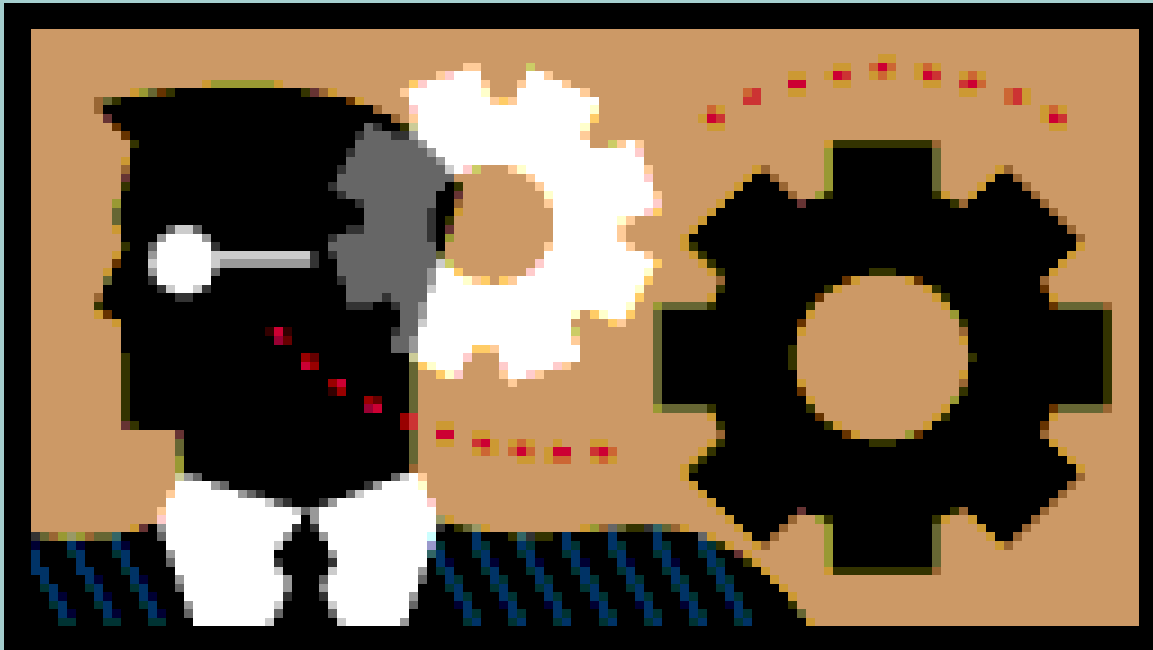
## Step 4

# **Why does this matter?**

Thinking like a historian  
and developing your argument  
with evidence

Just like a historian, keep these things in mind when making decisions about what is important enough to include in the story:

- Causes and effects
- What changed over time?
- Why and how did events develop as they did?
- So what? -- Why did this person/idea/event make an impact in history?
- How does this topic connect to the “big picture”?



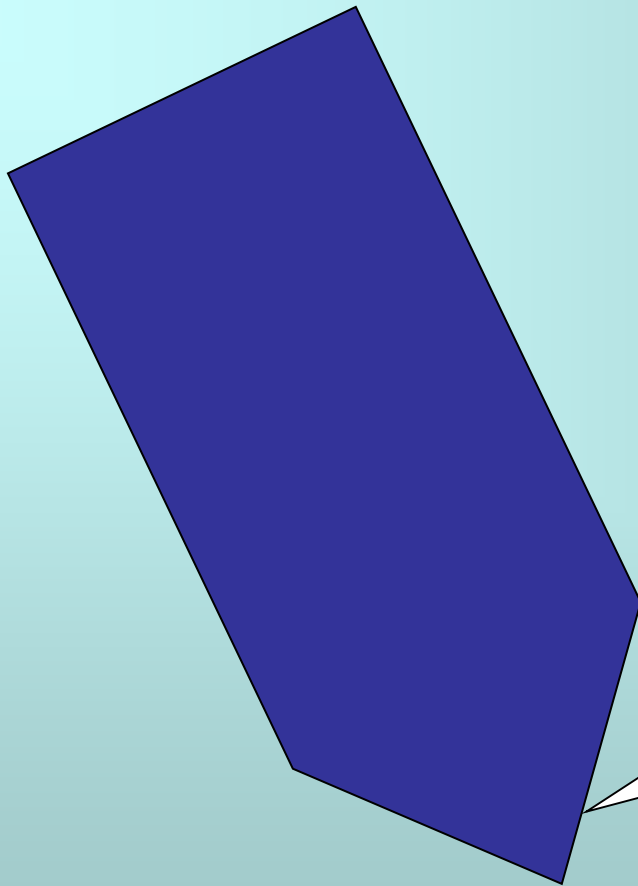
- **Thesis**
- **Argument**
- **Conclusion**

# A strong thesis:

- Makes a specific argument or interpretation\*
- Has a narrow focus
- Based on & can be “proven” with evidence
- Can be communicated in one or two sentences

\* You know you have a thesis if someone else could make a different argument!

*In other words...*



**What's  
your  
point?**



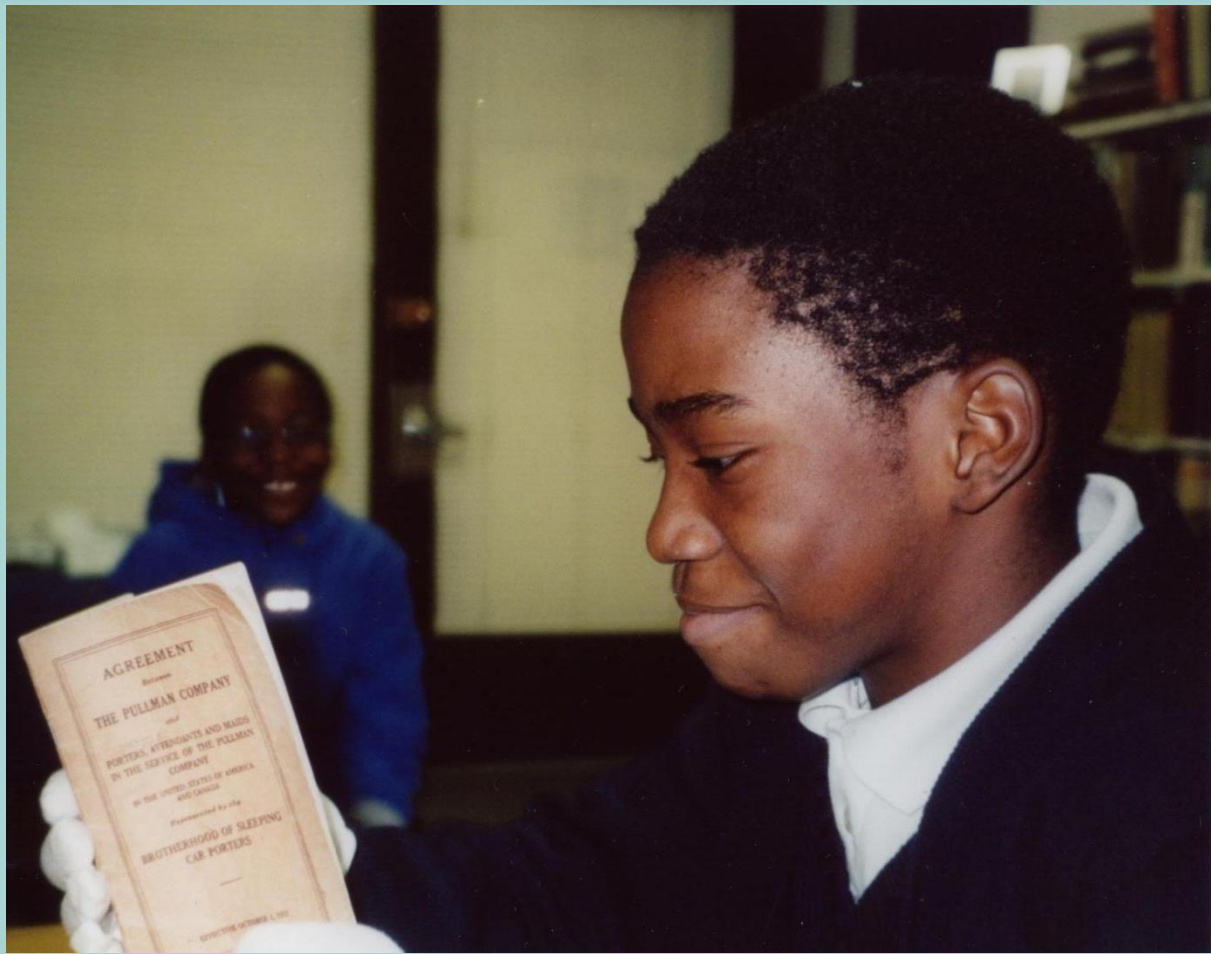
# Check these theses

- 1) *After the 1919 riot the means of enforcing segregation became more accepted, more formal, often more violent, and completely legal.*
- 2) *Pesticides kill thousands of farmworkers and must be stopped.*
- 3) *How did The Jungle make an impact on the foods we eat?*
- 4) *The Juvenile Court system was established to remove children from the adult criminal justice system and help them reform, but over the years it became a source of punishment and imprisonment.*
- 5) *Richard J. Daley died in 1976.*

# Good/bad thesis?

*Pesticides kill thousands of farmworkers and must be stopped.*

*The Juvenile Court system was established to remove children from the adult criminal justice system and help them reform, but over the years it became a source of punishment and imprisonment.*



Just like a historian, you will need to *synthesize*—  
*or, connect* your sources and information to  
make your historical interpretation.

# The introduction sets up the project

The issue

Context

Change

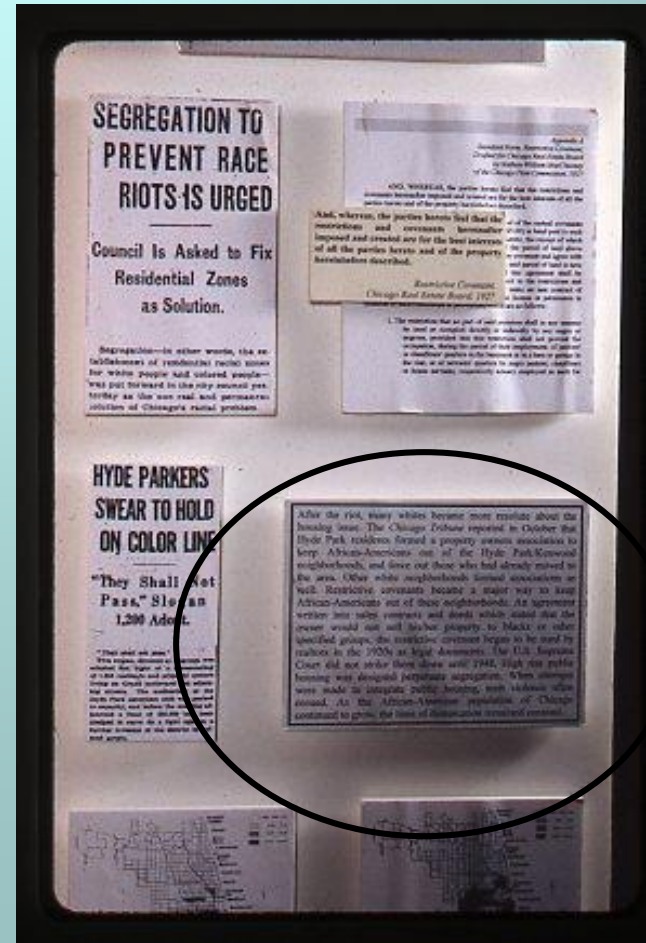
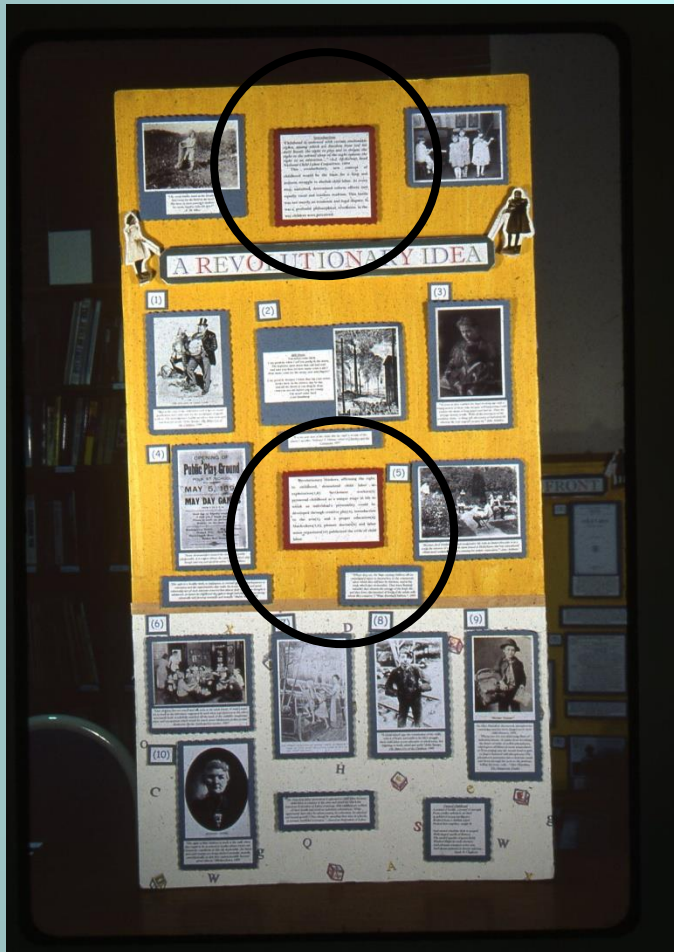
Impact and significance

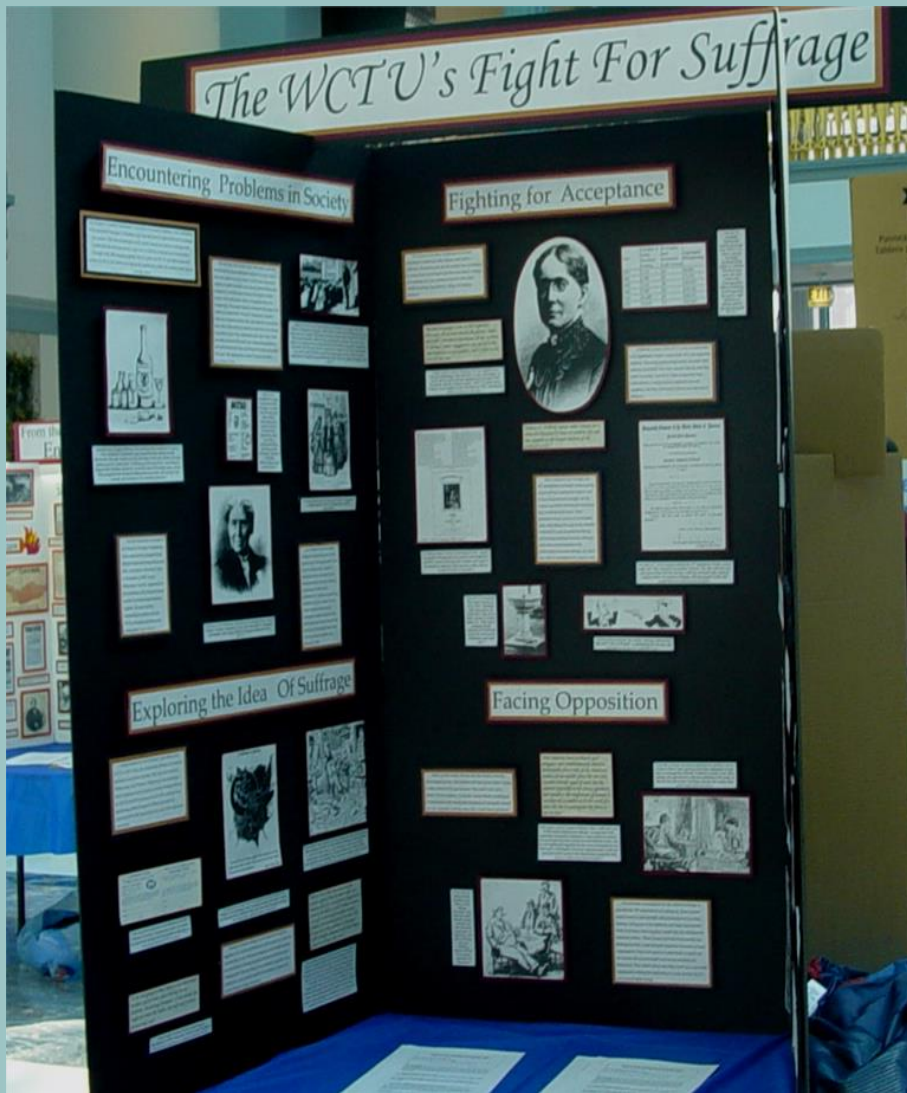
Thesis

The race riot of 1919 was a cataclysmic event in Chicago. After five days of rioting, 38 white and black citizens were killed and 537 were injured. The riot itself was the product of nearly two decades of conflict between whites and blacks over housing, jobs, and political representation. Before the riot, the black community was pressed into separate areas of the city by informal and extralegal means. After the riot the means of enforcing segregation became more accepted, more formal, often more violent, and completely legal. In this way the 1919 riot was a turning point for the city Martin Luther King, Jr. called the “most segregated in the nation.”

The Northern Illinois Hospital and Asylum for the Insane was first proposed by the state legislature on April 16, 1869. It was created because the northern Illinois and Chicago-land area needed an asylum and Elgin had the 155 acres that was needed. It received its first patients on April 3, 1872. Before this time, many hospitals for the insane were like prisons, and the patients were treated like animals. The state wanted the hospital to have all of the newest technology for treatments and the best of living conditions for its patients and employees. My thesis is that through the years it became clear that Elgin Mental Health Center was not helping its patients and sometimes even hurting them, so major changes were made to improve living conditions and treatment methods. The hospital became an example of both what to do and what not to do to improve many hospitals throughout the region and beyond.

# The label tells the story—the surrounding sources are the evidence and tell the story







# Caption Approach– the analysis, or meaning is told under each source



This scene shows Madison St and Park St before the Krug sale. This picture shows a movie theater and other bustling businesses. The street has a lot of traffic between people and cars, and even parked cars show that there was a lot of business on Madison St.

## Corporate vs. Public Rights

In 1900, the city approved a plan by Union Trustee to build a drive entrance from the Submarine & Marine department store. The city said it constituted a private use of the street, something that the city council was not able to permit. The municipal lawyers said the city was seeking a previously granted right, and returned the city, allowing the construction to be completed.



Your conclusion not only summarizes your argument, it tell us *why this matters — what we can learn from history to understand today.*



## Step 5

**Now how do I tell the story?**

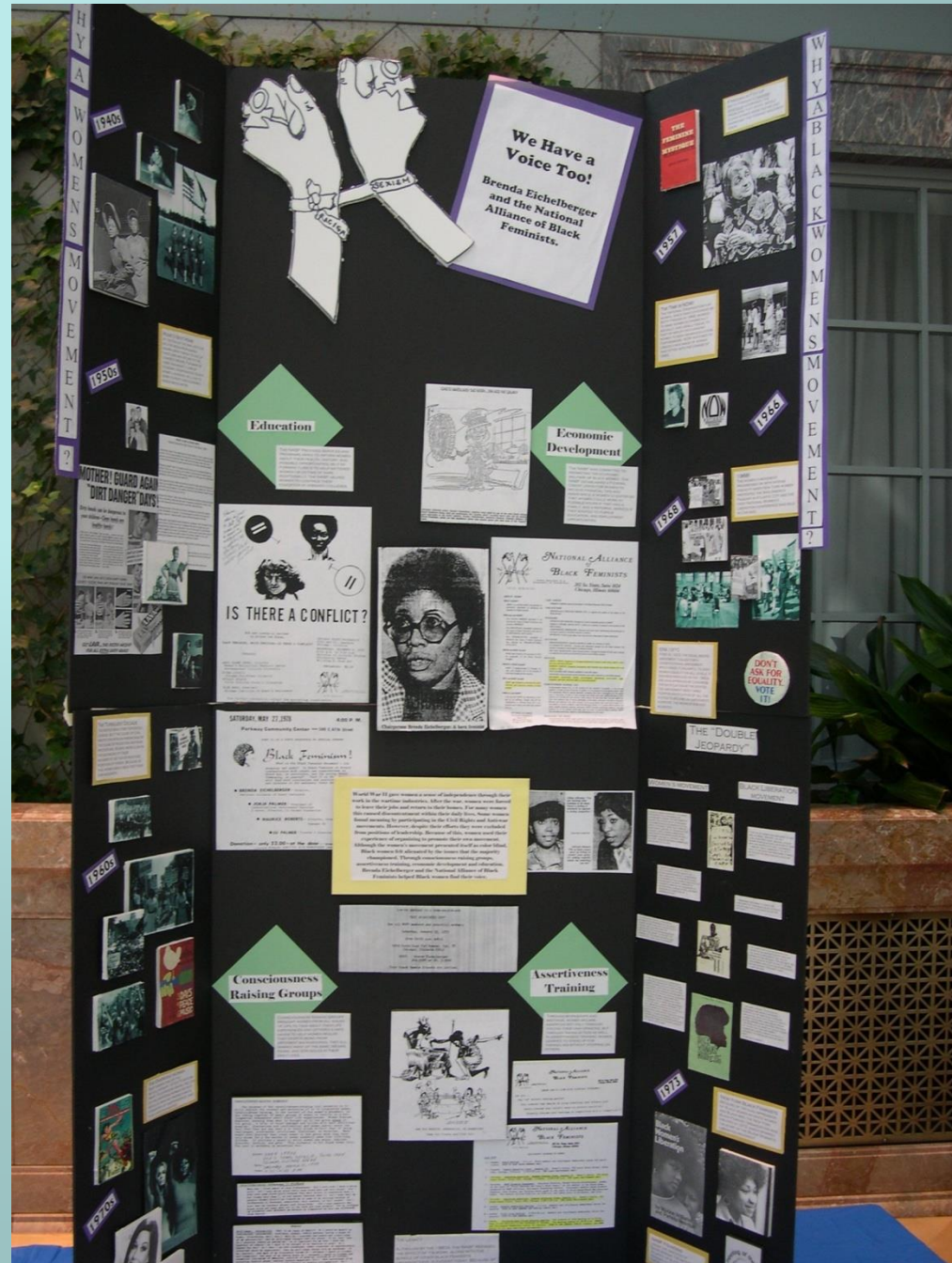
Communicating an historical  
interpretation through History  
Fair projects

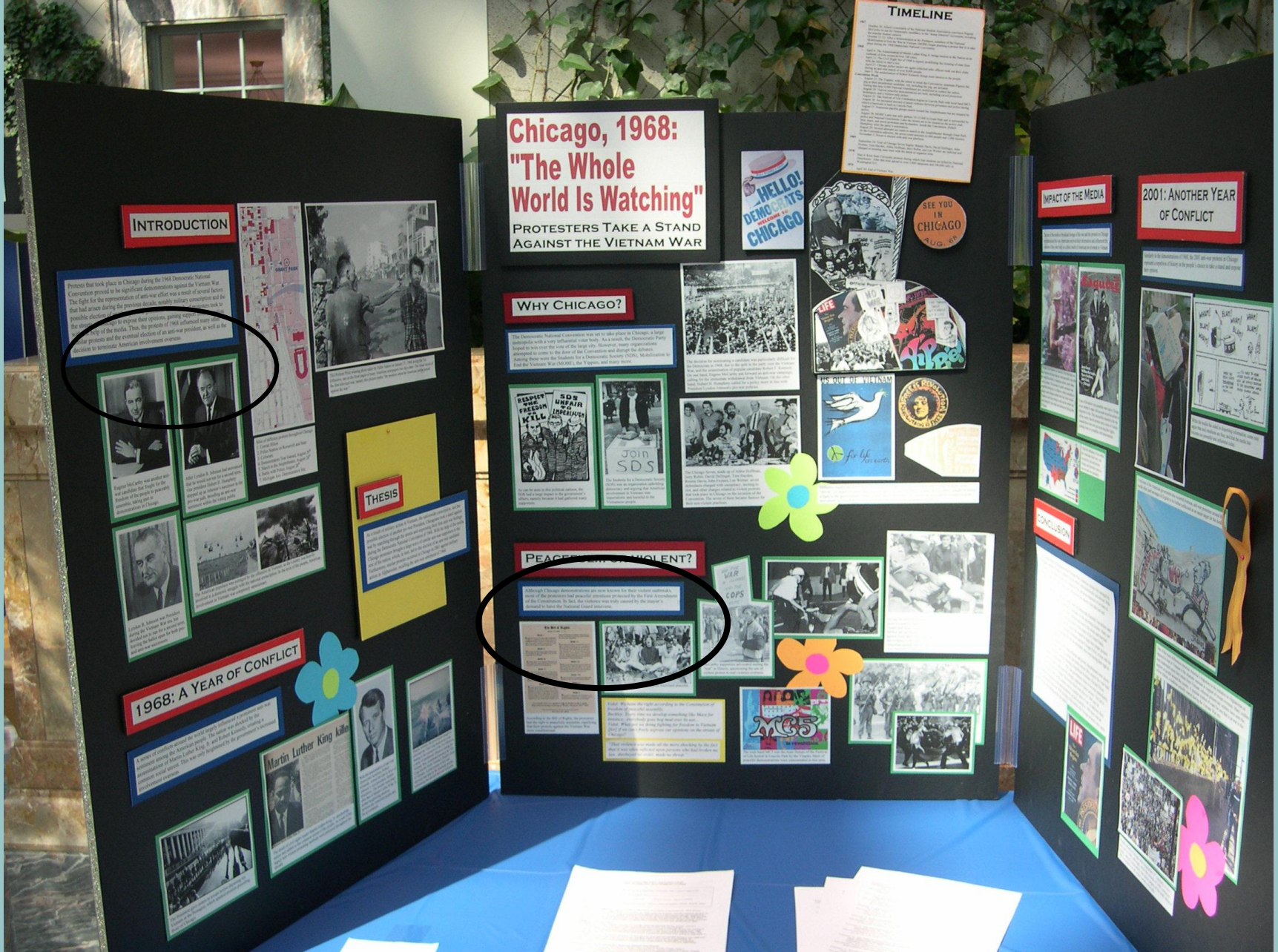
# A superior **presentation** will be:

- Clear about the thesis, argument, and conclusion
- Show evidence that supports your case—everything relates to your thesis
- Written so that the labels or the script are organized and easy to understand
- Interesting and creative

# Exhibits

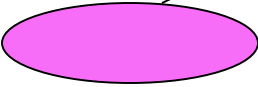
- Lots of visual sources
- Excellent, tight, writing
- Graphic design and creativity
- Organized like a mini-museum



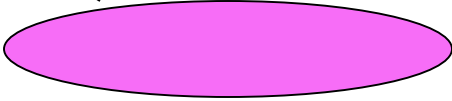


(Notice the summary statement form and annotated bibliography placed in front of the exhibit.)

INTRO IN EITHER PLACE. Title on a header-board or make room at the top

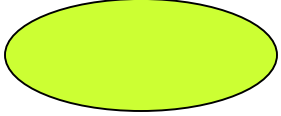


CONTEXT &  
BACKGROUND  
and set-up



MAIN IDEA &  
EVIDENCE

IMPACT &  
LONG- LASTING  
SIGNIFICANCE



CONCLUSION

Use  
**subheads**  
&  
segments  
to move  
along the  
story in  
each  
section

# Performances



- Dramatic or enjoy talking with the public
- Most of the sources are text, not visuals
- Do not want to write a research paper
- Want to try writing a script and block out moves
- Willing to practice a lot and ask drama teacher or school play sponsor to help
- *Individual or groups*



# Research Papers

- Like to write
- Few visual sources available
- Don't like to speak in public
- *Individuals only*

## What is the Chain Store's Responsibility to its Community?

SOCIETY at large adapts itself slowly and often with marked resistance to new ideas and practices. The hand-loom weavers thought they saw utter destruction for themselves in the advent of power machinery. And they fought it even to the shedding of blood.

But the public took the part of neither contestant, knowing instinctively that every improvement in the conduct of life meant better things and better living conditions for the masses.

The telephone, even some time out of its infancy, was dismissed by many an astute business man as little more than an interesting toy.

But the public waited, again knowing instinctively that things would be no worse if the astute merchant were right in his opinion; while if he were wrong, the mass of the people would be enriched by the gift of a mighty invention.

Within the area of our own type of business, we have seen the small retailer's imagination driving him

# Documentaries

- Know how or would like to learn how to use the technology such as camcorder, documentary editing equipment
- Want to write a script
- Topic has lots of visual sources
- Topic has audio sources (interviews, music)
- *Individual or groups*



# How will you be evaluated?

Chicago Metro History Fair HIGH SCHOOL PROJECT EVALUATION				
Criteria		Points Awarded		
<b>KNOWLEDGE (30%)</b> 30-29   28-25   24-23   22-21 Supr   Excl   Good   Fair		30		
<ul style="list-style-type: none"> <li>Shows factual accuracy</li> <li>Uses thorough, balanced, relevant knowledge</li> <li>Places topic in historical context</li> </ul>				
<b>ANALYSIS (30%)</b> 30-29   28-25   24-23   22-21 Supr   Excl   Good   Fair		30		
<ul style="list-style-type: none"> <li>Offers an interpretation or argument</li> <li>Uses evidence to prove a conclusion</li> <li>Demonstrates historical significance</li> <li>Explains impact</li> <li>Shows change over time</li> <li>Shows cause and effect</li> </ul>				
<b>USE OF NHD THEME</b> S = Fully integrates theme into analysis E = Topic is solidly based on theme G = Shows little relation to theme N/A = Not applicable		5		
<b>SOURCES (20%)</b> 20-19   18-17   16-15   14-13 Supr   Excl   Good   Fair		16		
<small>No bibliography = 0 points</small> <ul style="list-style-type: none"> <li>Uses depth &amp; range of available primary sources</li> <li>Uses depth &amp; range of secondary sources</li> <li>Effective use of sources</li> </ul>				
<b>PRESENTATION (20%)</b> 20-19   18-17   16-15   14-13 Supr   Excl   Good   Fair		20		
<ul style="list-style-type: none"> <li>Tells a coherent, well-organized story</li> <li>Uses chosen medium effectively</li> <li>Shows attention to detail and makes impact</li> </ul>				
<b>SUBTOTAL</b>		96		
<b>RULES COMPLIANCE:</b>				
<ul style="list-style-type: none"> <li>No Summary Statement -10 pts</li> <li>No bibliography = 0 pts in Sources</li> <li>Bibliography not annotated -5 pts</li> <li>Project specific compliance:</li> </ul>				
<b>TOTAL</b>		96		

ENTRY #	121
STUDENT(S)	Jacob Fraher
TITLE	Battle for Chicago

**Strengths Demonstrated & Areas for Improvement**

*Jacob, your presentation was excellent. Your understanding of the historical period and of the Chicago context is superb. - great job. You might want to think about strengthening the paper by adding more primary sources. Think about incorporating newspaper accounts and perhaps a few interviews with Chicago residents who lived through these events - this will make the piece even stronger. You offer a great narrative and analysis of an incredibly important set of events.*

JUDGE John Flores  
(Print)

- Knowledge
- Analysis
- Sources
- Presentation

# The Summary Statement

Students state their thesis, summarize the main ideas of their project and explain their process of creating their History Fair project.

Lots of penalty points if you do not have a Summary Statement Form and Annotated Bibliography!

CHICAGO METRO HISTORY FAIR  
2006 SUMMARY STATEMENT FORM

**ALL PROJECTS:** Attach an annotated bibliography. Please divide primary and secondary sources from each other.  
Please PRINT or TYPE. You may use a separate sheet of paper.

Title \_\_\_\_\_

Student name(s) \_\_\_\_\_

\_\_\_\_\_

*Project Category:*  
 Group     Individual    and     Exhibit     Performance     Documentary

*Check if applicable:*  
 This project uses the National History Day theme, "Taking a Stand in History: People, Events, Ideas."

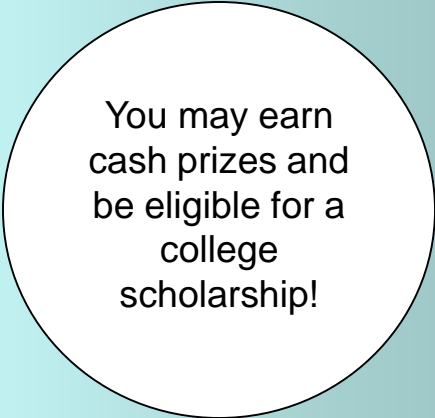
**THESIS STATEMENT** (Present the project's argument or interpretation in two sentences. What are you attempting to prove about your topic?)

**SUMMARY OF PROJECT**  
Briefly explain your project. Include: How and why change happened and what was the impact? Why is it historically significant? What historical meaning or importance can we learn from your findings?

# Where can you go with your History project if you want to share?



- School Fair
- Citywide Fair
- Finals (high school only)
- State Expo
- Public Presentations
- National History Day



You may earn cash prizes and be eligible for a college scholarship!



Visit our website for more information,  
ideas, and samples  
[www.chicagohistoryfair.org](http://www.chicagohistoryfair.org)

# Photo Credits

- Slide 11: WPA “Censored” poster (“By the People, For the People: Posters from the WPA 1936-1943, Library of Congress, <http://memory.loc.gov/ammem/wpaposters/>)
- Slide 31: The Woodlawn Organization photograph (Industrial Area Foundation, Daley Library Special Collections Department, University of Illinois at Chicago); Memo (National Archives & Records Administration, Great Lakes Regional Center); Chicago World’s Fair poster, “Preventable Diseases” poster *Board of Public Health Reports*, Chicago Public Library; Chicago Defender front page
- Slide 32: Chemical man photograph (FSA-OWI Photographs, American Memory, Library of Congress); Memorial Day Massacre photograph (Illinois Labor History Society).
- Slide 34: “Why Should We March?” flier (African-American Odyssey, American Memory, Library of Congress); Fugitive Slave broadside (Newberry Library); Naturalization application (National Archives & Records Administration, Great Lakes Regional Center); Hull House Report; Memo (National Archives & Records Administration, Great Lakes Regional Center)
- Slide 36: Women intellectuals photograph (Hall Branch Archives 033, Vivian Harsh Collection, Chicago Public Library)
- Slide 37: Portrait of Black Hawk (Courtesy Chicago History Museum); Nurse and infant photograph (DN-0085482, Chicago Daily News negatives collection, Chicago Historical Society); Newspaper article
- Slide 48: Daley and public housing photograph ([www.roosevelt.edu/gagegallery/promise.htm](http://www.roosevelt.edu/gagegallery/promise.htm))
- Slide 49: “Why Should We March?” flier (African-American Odyssey, American Memory, Library of Congress)
- Slide 50: Juveniles awaiting trial photograph (DN-0004676, Chicago Daily News negatives collection, Chicago Historical Society)